

**By** the Committee on Education; and Senators Legg, Stargel, and Brandes

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A bill to be entitled

An act relating to education; providing a short title; amending s. 1001.42, F.S.; authorizing a district school board to appoint a governing board for a school district technical center or a system of technical centers; providing for membership of the board; amending s. 1001.706, F.S.; revising the requirements that must be included in the strategic plan that the Board of Governors must develop which includes criteria for the designation of certain baccalaureate degree programs and graduate degree programs as high-demand programs; amending s. 1002.3105, F.S.; adding attainment of industry certifications to the list of acceleration options available to public school students; amending s. 1003.41, F.S.; revising the core curricular content for mathematics and social studies within the Next Generation Sunshine State Standards; amending s. 1003.4156, F.S.; revising the requirements for the course in career and education planning which students in middle grades must successfully complete for promotion; amending s. 1003.4203, F.S.; requiring each district school board to make available digital materials for students in kindergarten through grade 12; revising the digital curriculum; authorizing the digital materials to be integrated into subject area curricula, offered as a separate course, or made available through other options; requiring the Department of Education to confirm that each school district has made available digital instructional

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materials for certain students with disabilities by a specified date; requiring the department to contract with technology companies or affiliated nonprofit organizations by a specified date to develop a cyber security recognition and a digital arts and technology recognition; requiring that the recognitions be made available to all public elementary school students at no cost to the districts; requiring the department to contract by a specified date with technology companies to provide a digital tools certificate; requiring that the digital tools certificate be made available to all public middle school students at no cost to the school districts; providing legislative intent; requiring the department or a contracted company or companies to provide technical assistance to district school boards; providing criteria for the assistance; authorizing a district school board to seek partnerships with other school districts, private businesses, colleges, universities, or consultants to offer classes and instruction to teachers and students to assist the school district in providing digital materials and certifications; requiring the State Board of Education to adopt rules; amending s. 1003.428, F.S.; revising requirements for high school graduation to include financial literacy and a rigorous industry certification program of study; requiring students to pass certain assessments before high school graduation; amending s. 1003.429, F.S.; revising requirements for accelerated high school

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59 graduation to include financial literacy and a  
60 rigorous industry certification program of study;  
61 requiring students to pass certain assessments before  
62 high school graduation; amending s. 1003.4295, F.S.;  
63 requiring the department to develop, the State Board  
64 of Education to approve, and each school district to  
65 provide alternative pathways of earning accelerated  
66 credit toward meeting general credit requirements for  
67 high school graduation; amending s. 1003.433, F.S.;  
68 deleting a provision that exempts students attending  
69 adult basic, adult secondary, or vocational-  
70 preparatory instruction from payment of certain fees  
71 and tuition; repealing s. 1003.4935(4), F.S., relating  
72 to the adoption of rules by the State Board of  
73 Education that identify industry certifications in  
74 science, technology, engineering, and mathematics  
75 offered in middle school to be included on the  
76 Industry Certification Funding List and which are  
77 eligible for additional full-time equivalent  
78 membership; amending s. 1004.02, F.S.; revising  
79 definitions; creating s. 1004.082, F.S.; requiring the  
80 Chancellor of the State University System to cooperate  
81 with the Commissioner of Education to support the  
82 operation of programs to encourage talented secondary  
83 school students and students of physics or mathematics  
84 programs to pursue a postsecondary education at a  
85 state university; amending s. 1004.91, F.S.; providing  
86 requirements for basic skills for a career education  
87 program; requiring each school district and Florida

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College System institution that conducts programs that confer career and technical certificates to provide applied academics instruction through which students receive basic skills instruction; requiring certain students to be referred to applied academics instruction or another adult general education program for a structured program or basic skills instruction; revising the types of students who are exempt from completing the basic skills for a career education program; amending s. 1004.93, F.S.; revising the priority in which an adult education program must provide academic services to students; requiring students who are entering adult general education programs to complete certain activities before a specified date in order to accelerate employment; providing for the development of the action-steps-to-employment activities; amending s. 1007.263, F.S.; conforming a provision to changes made by the act; amending s. 1007.271, F.S.; conforming a provision to changes made by the act; revising requirements for career dual enrollment programs to include the earning of an industry certification; amending s. 1008.25, F.S.; requiring each school district to establish a comprehensive plan for student progression which must provide instructional sequences for students in kindergarten through high school to progressively higher levels of competency in the use of digital tools; amending s. 1008.37, F.S.; conforming a provision to changes made by the act; creating s.

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1008.44, F.S.; requiring the Department of Education to annually identify the Industry Certification Funding List; requiring the State Board of Education to adopt the Postsecondary Industry Certification Funding List; requiring the Commissioner of Education to recommend to the State Board of Education the Postsecondary Industry Certification Funding List; authorizing the commissioner to recommend adding certifications; requiring the Chancellor of the State University System, the Chancellor of the Florida College System, and the Chancellor of Career and Adult Education to recommend to the commissioner industry certifications to be placed on the funding list; requiring that the Postsecondary Industry Certification Funding List be used in determining annual performance funding distributions to school districts and Florida College System institutions; requiring the chancellors to consider results of the economic security report of employment and earnings outcomes when recommending certifications for the list; requiring the commissioner to differentiate content, instructional, and assessment requirements that, when provided by a public institution and satisfactorily attained by a student, indicate accomplishment of requirements necessary for funding under certain circumstances; requiring differentiated requirements to be included in the Industry Certification Funding List; amending ss. 1009.22 and 1009.25, F.S.; conforming provisions to changes made

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by the act; amending s. 1011.62, F.S.; conforming provisions to changes made by the act; revising the procedure for annual allocation of funds to each school district; revising the bonus funding for enrollment in advanced placement courses; increasing the funding cap on funding associated with industry certifications; providing a performance bonus for teachers of specified subjects; revising the calculation of additional full-time equivalent membership based on certification of successful completion of a career-themed course and issuance of an industry certification; requiring that industry certification courses be reported and funded; authorizing bonus funding for elementary and middle schools where students earn certain recognitions and digital competency certificates; amending s. 1011.80, F.S.; deleting the performance output measure for a career program of study; providing that continuing postsecondary education at a level that will further enhance employment is a performance outcome for adult general education programs; providing distribution and calculation of performance funding for school district workforce education programs; amending s. 1011.81, F.S.; providing for performance funding for industry certifications for Florida College System institutions; amending s. 1011.905, F.S.; revising requirements for performance funding for state universities; providing an effective date.

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Be It Enacted by the Legislature of the State of Florida:

Section 1. Short title.—This act may be cited as the  
“Career and Professional Education Act (CAPE).”

Section 2. Subsection (26) of section 1001.42, Florida  
Statutes, is renumbered as subsection (27), and a new subsection  
(26) is added to that section, to read:

1001.42 Powers and duties of district school board.—The  
district school board, acting as a board, shall exercise all  
powers and perform all duties listed below:

(26) TECHNICAL CENTER GOVERNING BOARD.—Each district school  
board may appoint a governing board for a school district  
technical center or a system of technical centers for the  
purpose of aligning the educational programs of the technical  
center with the needs of local businesses and responding quickly  
to local businesses’ needs for employees holding industry  
certifications. A technical center governing board must be  
comprised of seven members, three of whom must be members of the  
school board or their designees and four of whom must be local  
business leaders. The district school board shall delegate to  
the technical center governing board decisions regarding  
entrance requirements for students, curriculum, program  
development, budget and funding allocations, and the development  
of partnership agreements and appropriate industry  
certifications with local businesses in order to meet local and  
regional economic needs. A technical center governing board may  
approve only courses and programs that contain industry  
certifications. A course may be continued if at least 25 percent  
of the students enrolled in the course attain an industry

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204 certification. If fewer than 25 percent of the students enrolled  
205 in a course attain an industry certification, the course must be  
206 discontinued the following year.

207 Section 3. Paragraph (b) of subsection (5) of section  
208 1001.706, Florida Statutes, is amended to read:

209 1001.706 Powers and duties of the Board of Governors.—

210 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

211 (b) The Board of Governors shall develop a strategic plan  
212 specifying goals and objectives for the State University System  
213 and each constituent university, including each university's  
214 contribution to overall system goals and objectives. The  
215 strategic plan must:

216 1. Include performance metrics and standards common for all  
217 institutions and metrics and standards unique to institutions  
218 depending on institutional core missions, including, but not  
219 limited to, student admission requirements, retention,  
220 graduation, employment, continued education, licensure passage,  
221 excess hours, student loan burden and default rates, faculty  
222 awards, total annual research expenditures, patents, licenses  
223 and royalties, intellectual property, startup companies, annual  
224 giving, endowments, and well-known, highly respected national  
225 rankings for institutional and program achievements.

226 2. Consider reports and recommendations of the Higher  
227 Education Coordinating Council pursuant to s. 1004.015 and the  
228 Articulation Coordinating Committee pursuant to s. 1007.01.

229 3. Include student enrollment and performance data  
230 delineated by method of instruction, including, but not limited  
231 to, traditional, online, and distance learning instruction.

232 4. Include criteria for designating baccalaureate degree



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and master's degree programs at specified universities as high-demand programs. Fifty percent of the criteria for designation as high-demand programs of emphasis must be based on achievement of performance measures and performance outcome thresholds determined by the Board of Governors, and 50 percent of the criteria must be based on achievement of performance measures and performance outcome thresholds specifically linked to:

a. Job placement in employment of 36 hours or more per week and average full-time wages of graduates of the degree programs 1 year and 5 years after graduation, based in part on data provided in the economic security report of employment and earnings outcomes produced annually pursuant to s. 445.07; and

b. Data-driven gap analyses, conducted by the board, of the state's job market demands and outlook for jobs that require a baccalaureate degree or a higher degree.

Section 4. Paragraph (b) of subsection (1) of section 1002.3105, Florida Statutes, is amended to read:

1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—

(1) ACCEL OPTIONS.—

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; acceleration options, pathways, and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics ~~(STEM)~~ coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum

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compacting; advanced-content instruction; rigorous industry  
certifications that are articulated to college credit and  
approved pursuant to ss. 1003.492 and 1008.44; work-related  
internships or apprenticeships; and telescoping curriculum.

Section 5. Paragraph (a) of subsection (1) of section  
1003.41, Florida Statutes, is amended to read:

1003.41 Sunshine State Standards.—

(1) Public K-12 educational instruction in Florida is based  
on the "Sunshine State Standards." The State Board of Education  
shall review the Sunshine State Standards and replace them with  
the Next Generation Sunshine State Standards that establish the  
core content of the curricula to be taught in this state and  
that specify the core content knowledge and skills that K-12  
public school students are expected to acquire. The Next  
Generation Sunshine State Standards must, at a minimum:

(a) Establish the core curricular content for language  
arts, science, mathematics, and social studies, as follows:

1. Language arts standards must establish specific  
curricular content for, at a minimum, the reading process,  
literary analysis, the writing process, writing applications,  
communication, and information and media literacy. The standards  
must include distinct grade level expectations for the core  
content knowledge and skills that a student is expected to have  
acquired by each individual grade level from kindergarten  
through grade 8. The language arts standards for grades 9  
through 12 may be organized by grade clusters of more than one  
grade level. The language arts standards must also identify  
significant literary genres and authors that encompass a  
comprehensive range of historical periods. Beginning with the

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2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The State Board of Education shall, in accordance with the expedited schedule established under subsection (2), review and replace the language arts standards adopted by the state board in 2007 with Next Generation Sunshine State Standards that comply with this subparagraph.

2. Science standards must establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science. The standards must include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The science standards for grades 9 through 12 may be organized by grade clusters of more than one grade level.

3. Mathematics standards must establish specific curricular content for, at a minimum, algebra, geometry, probability, statistics, calculus, discrete mathematics, ~~financial literacy~~, and trigonometry. The standards must include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The mathematics standards for grades 9 through 12 may be organized by grade clusters of more than one grade level.

4. Social studies standards must establish specific curricular content for, at a minimum, geography; United States and world history; government; civics; economics, to include financial literacy; and humanities. The standards must include distinct grade level expectations for the core content knowledge

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and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The social studies standards for grades 9 through 12 may be organized by grade clusters of more than one grade level.

Section 6. Paragraph (a) of subsection (1) of section 1003.4156, Florida Statutes, is amended to read:

1003.4156 General requirements for middle grades promotion.—

(1) Promotion from a school composed of middle grades 6, 7, and 8 requires that:

(a) The student must successfully complete academic courses as follows:

1. Three middle school or higher courses in English. These courses shall emphasize:

a. Literature, composition, and technical text; or

b. Reading.

2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.

3. Three middle school or higher courses in social studies,

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one semester of which must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

4. Three middle school or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(II). However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle school student must pass the Biology I end-of-course assessment.

5. One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff; must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07. The required personalized academic and career plan must

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inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.

A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion. Each school must inform parents about the course curriculum and activities. Each student shall complete a personal education plan that must be signed by the student and the student's parent. The Department of Education shall develop course frameworks and professional development materials for the career and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

Section 7. Section 1003.4203, Florida Statutes, is amended

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to read:

1003.4203 Digital technology materials, certificates, and technical assistance curriculum.—

(1) Each district school board, in consultation with the district school superintendent, shall make available ~~may develop and implement a digital materials curriculum~~ for students in prekindergarten through grade ~~grades 6 through~~ 12 in order to enable students to attain digital skills ~~competencies in web communications and web design. A digital curriculum may include web-based skills, web-based core technologies, web design, use of digital technologies and markup language to show competency in computer skills, and use of web-based core technologies to design creative, informational, and content standards for web-based digital products that demonstrate proficiency in creating, publishing, testing, monitoring, and maintaining a website.~~

~~(2)~~ The digital materials curriculum instruction may be integrated into ~~middle school and high school~~ subject area curricula, ~~or~~ offered as a separate course, made available through open-access options, or deployed through online or digital computer applications, subject to available funding.

(2) Beginning with the 2013-2014 school year, each district school board, in consultation with the district school superintendent, shall make available digital instructional materials, including software applications, for students with disabilities who are in prekindergarten through grade 12.

(3) Subject to available funding, the department shall contract by December 1, 2013, with one or more of the technology companies or affiliated nonprofit organizations that have approved industry certifications identified on the Industry

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Certification Funding List or the Postsecondary Industry Certification Funding List, pursuant to s. 1003.492 or s. 1008.44, for the development of a Florida Cyber Security Recognition and a Florida Digital Arts Recognition to indicate a student's attainment of knowledge and skills in digital technology. The recognitions shall be made available to all public elementary school students, at no cost to the districts.

(a) Targeted knowledge and skills to be mastered for each recognition shall be identified by the department. Knowledge and skills may be demonstrated through student attainment of recognitions in particular content areas.

1. The Florida Cyber Security Recognition must be based on understanding of computer processing operations and, in most part, on cyber security skills that increase a student's cyber-safe practices.

2. The Florida Digital Arts Recognition must reflect a balance of skills in technology and the arts.

(b) The companies that provide the recognitions must provide open access to materials for teaching and assessing the skills necessary to earn the recognitions. Each elementary school advisory council shall be notified of the methods of delivery of the open-access content and assessments for the recognitions.

(4) Subject to available funding, the department shall contract, by December 1, 2013, with one or more of the technology companies that have approved industry certifications identified on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List, pursuant to s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools



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Certificate to indicate a student's technology skills. The certificate shall be made available to all public middle school students, at no cost to school districts.

(a) Targeted skills to be mastered for the certificate must be digital technology skills that are necessary in the student's academic work and digital technology skills the student may need in future employment. The skills must include, but need not be limited to, word processing, spreadsheet display, and the creation of presentations, including sound, text, and graphic presentations, consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to s. 1003.492.

(b) The companies that provide the certificate must provide open access to materials for teaching and assessing the skills necessary to earn the certificate. Each middle school advisory council shall be notified of the methods of delivery of the open-access content and assessments for the recognitions.

(c) The Legislature intends that at least 75 percent of public middle school students earn the certificate by July 1, 2018.

(5) ~~(3)~~ The Department of Education or company or companies contracted under subsection (4) or this subsection shall provide technical assistance to ~~develop a model digital curriculum to serve as a guide for~~ district school boards in the implementation ~~development~~ of this section. Assistance to districts shall include, but need not be limited to: identification of digital technology resources, primarily open-access resources, including digital curriculum, instructional materials, media assets, and other digital tools and

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494 applications; training mechanisms for teachers and others to  
495 facilitate integration of digital technologies into  
496 instructional strategies; and model policies and procedures that  
497 support sustainable implementation practices ~~a digital~~  
498 ~~curriculum.~~

499 (6) (4) A district school board may seek partnerships with  
500 other school districts, private businesses, colleges,  
501 universities, or ~~and~~ consultants to offer classes and  
502 instruction to teachers and students to assist the school  
503 district in providing digital materials and certifications  
504 established pursuant to this section ~~curriculum instruction.~~

505 (7) The State Board of Education shall adopt rules pursuant  
506 to ss. 120.536(1) and 120.54 to administer the requirements of  
507 this section.

508 Section 8. Subsection (1) and paragraph (a) of subsection  
509 (2) of section 1003.428, Florida Statutes, are amended to read:  
510 1003.428 General requirements for high school graduation;  
511 revised.—

512 (1) Except as otherwise authorized pursuant to s. 1003.429,  
513 beginning with students entering grade 9 in the 2007-2008 school  
514 year, graduation requires the successful completion of a minimum  
515 of 24 credits, an International Baccalaureate curriculum, or an  
516 Advanced International Certificate of Education curriculum.  
517 Beginning with the 2013-2014 school year, a student may meet  
518 high school graduation requirements through a rigorous industry  
519 certification program of study approved by the State Board of  
520 Education; however, the student must pass the Algebra I end-of-  
521 course assessment and the high school English/Language Arts  
522 assessment adopted pursuant to s. 1008.22 before high school

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523 graduation. Students must be advised of eligibility requirements  
524 for state scholarship programs and postsecondary admissions.

525 (2) The 24 credits may be earned through applied,  
526 integrated, and combined courses, or rigorous industry  
527 certifications, approved by the Department of Education. The 24  
528 credits shall be distributed as follows:

529 (a) Sixteen core curriculum credits:

530 1. Four credits in English, with major concentration in  
531 composition, reading for information, and literature.

532 2. Four credits in mathematics, one of which must be  
533 Algebra I, a series of courses equivalent to Algebra I, or a  
534 higher-level mathematics course; however, beginning with the  
535 2013-2014 school year, a student may repeat Algebra I courses  
536 and count those courses toward satisfying the credit  
537 requirements of this subparagraph if the student passes the  
538 Algebra I end-of-course assessment before high school  
539 graduation. Beginning with students entering grade 9 in the  
540 2010-2011 school year, in addition to the Algebra I credit  
541 requirement, one of the four credits in mathematics must be  
542 geometry or a series of courses equivalent to geometry as  
543 approved by the State Board of Education. Beginning with  
544 students entering grade 9 in the 2010-2011 school year, the end-  
545 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)  
546 must be met in order for a student to earn the required credit  
547 in Algebra I. Beginning with students entering grade 9 in the  
548 2011-2012 school year, the end-of-course assessment requirements  
549 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student  
550 to earn the required credit in geometry. Beginning with students  
551 entering grade 9 in the 2012-2013 school year, in addition to

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the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.

3. Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.

1008.22(3)(c)2.a.(II) must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

4. Three credits in social studies as follows: one credit in United States history; one credit in world history; one-half credit in economics, to include financial literacy; and one-half credit in United States government.

5. One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.

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581           6. One credit in physical education to include integration  
582 of health. Participation in an interscholastic sport at the  
583 junior varsity or varsity level for two full seasons shall  
584 satisfy the one-credit requirement in physical education if the  
585 student passes a competency test on personal fitness with a  
586 score of "C" or better. The competency test on personal fitness  
587 must be developed by the Department of Education. A district  
588 school board may not require that the one credit in physical  
589 education be taken during the 9th grade year. Completion of one  
590 semester with a grade of "C" or better in a marching band class,  
591 in a physical activity class that requires participation in  
592 marching band activities as an extracurricular activity, or in a  
593 dance class shall satisfy one-half credit in physical education  
594 or one-half credit in performing arts. This credit may not be  
595 used to satisfy the personal fitness requirement or the  
596 requirement for adaptive physical education under an individual  
597 education plan (IEP) or 504 plan. Completion of 2 years in a  
598 Reserve Officer Training Corps (R.O.T.C.) class, a significant  
599 component of which is drills, shall satisfy the one-credit  
600 requirement in physical education and the one-credit requirement  
601 in performing arts. This credit may not be used to satisfy the  
602 personal fitness requirement or the requirement for adaptive  
603 physical education under an individual education plan (IEP) or  
604 504 plan.

605           Section 9. Paragraphs (b) and (c) of subsection (1) of  
606 section 1003.429, Florida Statutes, are amended to read:

607           1003.429 Accelerated high school graduation options.—

608           (1) Students who enter grade 9 in the 2006-2007 school year  
609 and thereafter may select, upon receipt of each consent required

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by this section, one of the following three high school graduation options:

(b) Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, rigorous industry certifications that are approved by the State Board of Education, or classes specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3); however, students must pass the Algebra I end-of-course assessment and the high school English/Language Arts assessment adopted pursuant to s. 1008.22 before high school graduation. The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature;

2. Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission; however, beginning with the 2013-2014 school year, a student may repeat Algebra I courses and count those courses toward satisfying the credit requirements of this subparagraph if the student passes the Algebra I end-of-course assessment before high school graduation. Beginning with students entering grade 9 in the

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2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education;

3. Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(II) must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses

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equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as approved by the State Board of Education;

4. Three credits in social sciences, which must include one credit in United States history, one credit in world history, one-half credit in United States government, and one-half credit in economics, to include financial literacy;

5. Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and

6. Three credits in electives and, beginning with students entering grade 9 in the 2010-2011 school year, two credits in electives; or

(c) Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature;

2. Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics, one of which must be Algebra I; however, beginning with the 2013-2014 school year, a student may repeat Algebra I courses and count those courses toward satisfying the credit requirements of this subparagraph if the student passes the Algebra I end-of-course assessment before high school



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697 graduation. Beginning with students entering grade 9 in the  
698 2010-2011 school year, in addition to the Algebra I credit  
699 requirement, one of the four credits in mathematics must be  
700 geometry or a series of courses equivalent to geometry as  
701 approved by the State Board of Education. Beginning with  
702 students entering grade 9 in the 2010-2011 school year, the end-  
703 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)  
704 must be met in order for a student to earn the required credit  
705 in Algebra I. Beginning with students entering grade 9 in the  
706 2011-2012 school year, the end-of-course assessment requirements  
707 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student  
708 to earn the required credit in geometry. Beginning with students  
709 entering grade 9 in the 2012-2013 school year, in addition to  
710 the Algebra I and geometry credit requirements, one of the four  
711 credits in mathematics must be Algebra II or a series of courses  
712 equivalent to Algebra II as approved by the State Board of  
713 Education;

714       3. Three credits in science, two of which must have a  
715 laboratory component. Beginning with students entering grade 9  
716 in the 2011-2012 school year, one of the three credits in  
717 science must be Biology I or a series of courses equivalent to  
718 Biology I as approved by the State Board of Education. Beginning  
719 with students entering grade 9 in the 2011-2012 school year, the  
720 end-of-course assessment requirements under s.  
721 1008.22(3)(c)2.a.(II) must be met in order for a student to earn  
722 the required credit in Biology I. Beginning with students  
723 entering grade 9 in the 2013-2014 school year, one of the three  
724 credits must be Biology I or a series of courses equivalent to  
725 Biology I as approved by the State Board of Education, one

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credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as approved by the State Board of Education;

4. Three credits in social sciences, which must include one credit in United States history, one credit in world history, one-half credit in United States government, and one-half credit in economics, to include financial literacy;

5. Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses; and

6. Two credits and, beginning with students entering grade 9 in the 2010-2011 school year, one credit in electives unless five credits are earned pursuant to subparagraph 5.

Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

Section 10. Subsection (4) is added to section 1003.4295, Florida Statutes, to read:

1003.4295 Acceleration options.—

(4) By July 1, 2014, the department shall develop, the State Board of Education shall approve, and each school district shall provide alternative pathways for students to earn a high school diploma and demonstrate mastery of standards that satisfy the credit requirements for the core curricula established in

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ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school graduation.

(a) The pathways must include, but are not limited to, integrating course content with practical applications; designating rigorous pathways that result in one or more industry certifications, including high school junior and senior year work-related internships or apprenticeships; course and credit options; and segmenting assessments and end-of-course assessments.

(b) Course, credit, and industry certification options shall be considered to satisfy credit requirements of s. 1003.436 for purposes of awarding credit for high school graduation, with an emphasis on credit based on competencies, rather than the number of instructional hours required for credit regardless of student enrollment in a class. At a minimum, the State Board of Education shall identify and approve rigorous options under which a student may satisfy course or credit requirements for high school graduation under s. 1003.428(2) or s. 1003.429, with the exception of Algebra I assessment and high school English/Language Arts assessment requirements pursuant to s. 1008.22, by selecting the following options:

1. A student who earns an industry certification, identified on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List established pursuant to s. 1003.492 or s. 1008.44, of sufficient rigor to earn articulated college credit, as approved by the State Board of Education, may substitute the industry certification for one or more courses or credits in mathematics and science,

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784 including, but not limited to, Algebra II, chemistry, and  
785 physics.

786 2. A student who earns an industry certification or bundles  
787 of industry certifications from the Industry Certification  
788 Funding List or the Postsecondary Industry Certification Funding  
789 List which demonstrate attainment of standards associated with  
790 digital composition, word processing, and presentation skills,  
791 may satisfy one or more core curricular credits in English.

792 3. A student who earns industry certifications that  
793 articulate to at least 15 college credits shall satisfy three  
794 core curriculum credit requirements for a standard high school  
795 diploma, except Algebra I or high school English/Language Arts.

796 4. A middle school student may complete Algebra I  
797 requirements through coursework that is offered in two or more  
798 discrete instructional segments with corresponding end-of-  
799 segment assessments such that, when combined, they are  
800 equivalent to the Algebra I end-of-course assessment.

801 Section 11. Paragraph (c) of subsection (2) of section  
802 1003.433, Florida Statutes, is amended to read:

803 1003.433 Learning opportunities for out-of-state and out-  
804 of-country transfer students and students needing additional  
805 instruction to meet high school graduation requirements.—

806 (2) Students who have met all requirements for the standard  
807 high school diploma except for passage of the grade 10 FCAT or  
808 an alternate assessment by the end of grade 12 must be provided  
809 the following learning opportunities:

810 (c) Participation in an adult general education program as  
811 provided in s. 1004.93 for such time as the student requires to  
812 master English, reading, mathematics, or any other subject

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813 required for high school graduation. ~~Students attending adult~~  
814 ~~basic, adult secondary, or vocational preparatory instruction~~  
815 ~~are exempt from any requirement for the payment of tuition and~~  
816 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student  
817 attending an adult general education program shall have the  
818 opportunity to take the grade 10 FCAT an unlimited number of  
819 times in order to receive a standard high school diploma.

820 Section 12. Subsection (4) of section 1003.4935, Florida  
821 Statutes, is repealed.

822 Section 13. Subsections (3) and (24) of section 1004.02,  
823 Florida Statutes, are amended to read:

824 1004.02 Definitions.—As used in this chapter:

825 (3) "Adult general education" means comprehensive  
826 instructional programs designed to improve the employability of  
827 the state's workforce through adult basic education, adult  
828 secondary education, English for Speakers of Other Languages,  
829 applied academics for adult education ~~vocational preparatory~~  
830 instruction, and instruction for adults who have ~~with~~  
831 disabilities.

832 (24) "Applied academics for adult education" or "applied  
833 academics ~~Vocational preparatory~~ instruction" means adult  
834 general education through which persons attain academic and  
835 workforce readiness skills at the level of functional literacy  
836 (grade levels 6.0-8.9) or higher so that such persons may pursue  
837 technical certificate education or higher-level technical  
838 education.

839 Section 14. Section 1004.082, Florida Statutes, is created  
840 to read:

841 1004.082 Talent retention program.—The Chancellor of the

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State University System shall cooperate with the Commissioner of Education to support talent retention programs that encourage middle school and high school students who indicate an interest in or aptitude for physics or mathematics to continue their education at a state university that has excellent departments in selected fields. The commissioner and chancellor shall work with state university department chairs to enable department chairs of outstanding state university departments to send letters to students who indicate an interest in and aptitude for those subjects. At a minimum, the letter should provide an open invitation for the student to communicate with the department, at least annually, and to schedule a tour of the department and the campus.

Section 15. Section 1004.91, Florida Statutes, is amended to read:

1004.91 Requirements for career education program basic skills ~~career-preparatory instruction.~~—

(1) The State Board of Education shall adopt, by rule, standards of basic skill mastery for completion of certificate career education programs. Each school district and Florida College System institution that conducts programs that confer career and technical certificates ~~credit~~ shall provide applied academics ~~career-preparatory~~ instruction through which students receive the basic skills instruction required pursuant to this section.

(2) Students who enroll in a program offered for career credit of 450 hours or more shall complete an entry-level examination within the first 6 weeks after ~~of~~ admission into the program. The State Board of Education shall designate

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871 examinations that are currently in existence, the results of  
872 which are comparable across institutions, to assess student  
873 mastery of basic skills. Any student found to lack the required  
874 level of basic skills for such program shall be referred to  
875 applied academics ~~career-preparatory~~ instruction or another  
876 adult general ~~basic~~ education program for a structured program  
877 of basic skills instruction. Such instruction may include  
878 English for speakers of other languages. A student may not  
879 receive a career certificate of completion without first  
880 demonstrating the basic skills required in the state curriculum  
881 frameworks for the career education program.

882 (3) The following students are exempt from the provisions  
883 of this section:

884 (a) An adult student who has ~~with~~ a disability ~~may be~~  
885 ~~exempted from the provisions of this section.~~

886 (b) A student who possesses a college degree at the  
887 associate in applied science level or higher ~~is exempt from this~~  
888 ~~section.~~

889 (c) A student who demonstrates readiness for public  
890 postsecondary education pursuant to s. 1008.30 and applicable  
891 rules adopted by the State Board of Education ~~A student who has~~  
892 ~~completed or who is exempt from the college-level communication~~  
893 ~~and computation skills examination pursuant to s. 1008.29, or~~  
894 ~~who is exempt from the college entry-level examination pursuant~~  
895 ~~to s. 1008.29, is exempt from the provisions of this section.~~

896 (d) A student ~~Students~~ who passes ~~have passed~~ a state or  
897 national, ~~or~~ industry certification or licensure exam that is  
898 identified in the rules of the State Board of Education and  
899 aligned to the career education program in which the student is

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~~enrolled are exempt from this section.~~

(e) An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with the provisions of chapter 446 ~~is exempt from the provisions of this section.~~

Section 16. Subsection (2) of section 1004.93, Florida Statutes, is amended, present subsection (8) is redesignated as subsection (9), and a new subsection (8) is added to that section, to read:

1004.93 Adult general education.—

(2) The adult education program must provide academic services to students in the following priority:

(a) Students who demonstrate skills at less than a fifth grade level, as measured by tests approved for this purpose by the State Board of Education, and who are studying to achieve basic literacy.

(b) Students who demonstrate skills at the fifth grade level or higher, but below the ninth grade level, as measured by tests approved for this purpose by the State Board of Education, and who are studying to achieve functional literacy.

(c) Students who are earning credit required for a high school diploma or who are preparing for the General Educational Development test.

(d) Students who have earned high school diplomas and require specific improvement in order to:

1. Obtain or maintain employment or benefit from certificate career education programs;
2. Pursue a postsecondary degree; or
3. Develop competence in the English language to qualify



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for employment.

~~(e) Students who enroll in lifelong learning courses or activities that seek to address community social and economic issues that consist of health and human relations, government, parenting, consumer economics, and senior citizens.~~

~~(f) Students who enroll in courses that relate to the recreational or leisure pursuits of the students. The cost of courses conducted pursuant to this paragraph shall be borne by the enrollees.~~

(8) In order to accelerate the employment of adult education students, students entering adult general education programs after July 1, 2013, must complete the following action-steps-to-employment activities before the completion of the first term:

(a) Identify employment opportunities using market-driven tools.

(b) Create a personalized employment goal.

(c) Conduct a personalized skill and knowledge inventory.

(d) Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal.

(e) Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the personalized employment goal.

The action-steps-to-employment activities may be developed through a blended approach with assistance provided to adult general education students by teachers, employment specialists, guidance counselors, business and industry representatives, and

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958 online resources. Students may be directed to online resources  
959 and provided information on financial literacy, student  
960 financial aid, industry certifications, and occupational  
961 services and a listing of job openings.

962 Section 17. Subsection (1) of section 1007.263, Florida  
963 Statutes, is amended to read:

964 1007.263 Florida College System institutions; admissions of  
965 students.—Each Florida College System institution board of  
966 trustees is authorized to adopt rules governing admissions of  
967 students subject to this section and rules of the State Board of  
968 Education. These rules shall include the following:

969 (1) Admissions counseling shall be provided to all students  
970 entering college or career credit programs. Counseling shall  
971 utilize tests to measure achievement of college-level  
972 communication and computation competencies by all students  
973 entering college credit programs or tests to measure achievement  
974 of basic skills for career education programs as prescribed in  
975 s. 1004.91.

976  
977 Each board of trustees shall establish policies that notify  
978 students about, and place students into, adult basic education,  
979 adult secondary education, or other instructional programs that  
980 provide students with alternatives to traditional college-  
981 preparatory instruction, including private provider instruction.  
982 A student is prohibited from enrolling in additional college-  
983 level courses until the student scores above the cut-score on  
984 all sections of the common placement test.

985 Section 18. Subsections (2), (7), and (11) of section  
986 1007.271, Florida Statutes, are amended to read:

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1007.271 Dual enrollment programs.—

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education ~~Vocational-preparatory~~ instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

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1016 (7) Career dual enrollment shall be provided as a  
1017 curricular option for secondary students to pursue in order to  
1018 earn industry certifications adopted pursuant to s. 1008.44,  
1019 which count as ~~a series of elective~~ credits toward the high  
1020 school diploma. Career dual enrollment shall be available for  
1021 secondary students seeking a degree and industry certification  
1022 through ~~or certificate from a complete career preparatory~~  
1023 program or a career course ~~and may not be used to enroll~~  
1024 ~~students in isolated career courses.~~

1025 (11) Career early admission is a form of career dual  
1026 enrollment through which eligible secondary students enroll full  
1027 time in a career center or a Florida College System institution  
1028 in postsecondary programs leading to industry certifications, as  
1029 listed in the Postsecondary Industry Certification Funding List  
1030 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward  
1031 the high school diploma and ~~the~~ certificate or associate degree.  
1032 Participation in the career early admission program is limited  
1033 to students who have completed a minimum of 6 semesters of full-  
1034 time secondary enrollment, including studies undertaken in the  
1035 ninth grade. Students enrolled pursuant to this section are  
1036 exempt from the payment of registration, tuition, and laboratory  
1037 fees.

1038 Section 19. Paragraph (h) is added to subsection (2) of  
1039 section 1008.25, Florida Statutes, to read:

1040 1008.25 Public school student progression; remedial  
1041 instruction; reporting requirements.—

1042 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district  
1043 school board shall establish a comprehensive plan for student  
1044 progression which must:

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1045       (h) Provide instructional sequences by which students in  
1046 kindergarten through high school may attain progressively higher  
1047 levels of skill in the use of digital tools and applications.  
1048 The instructional sequences must include participation in  
1049 curricular and instructional options and the demonstration of  
1050 competence of standards required pursuant to ss. 1003.41 and  
1051 1003.4203 through attainment of industry certifications and  
1052 other means of demonstrating credit requirements identified  
1053 under ss. 1002.3105, 1003.4203, and 1003.4295.

1054       Section 20. Subsection (2) of section 1008.37, Florida  
1055 Statutes, is amended to read:

1056       1008.37 Postsecondary feedback of information to high  
1057 schools.—

1058       (2) The Commissioner of Education shall report, by high  
1059 school, to the State Board of Education, the Board of Governors,  
1060 and the Legislature, no later than November 30 of each year, on  
1061 the number of prior year Florida high school graduates who  
1062 enrolled for the first time in public postsecondary education in  
1063 this state during the previous summer, fall, or spring term,  
1064 indicating the number of students whose scores on the common  
1065 placement test indicated the need for remediation through  
1066 applied academics instruction or college-preparatory or  
1067 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.  
1068 1008.30.

1069       Section 21. Section 1008.44, Florida Statutes, is created  
1070 to read:

1071       1008.44 Industry certifications; Industry Certification  
1072 Funding List and Postsecondary Industry Certification Funding  
1073 List.—

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1074       (1) Pursuant to s. 1003.492, the Department of Education  
1075 shall, at least annually, identify, under rules approved by the  
1076 State Board of Education, the Industry Certification Funding  
1077 List that must be applied in the distribution of funding to  
1078 school districts pursuant to s. 1011.62.

1079       (2) The State Board of Education shall adopt, at least  
1080 annually, the Postsecondary Industry Certification Funding List  
1081 pursuant to this section. The commissioner shall recommend, at  
1082 least annually, the Postsecondary Industry Certification Funding  
1083 List to the State Board of Education and may at any time  
1084 recommend adding certifications. The Chancellor of the State  
1085 University System, the Chancellor of the Florida College System,  
1086 and the Chancellor of Career and Adult Education shall recommend  
1087 to the commissioner industry certifications to be placed on the  
1088 funding list. The list shall be used in determining annual  
1089 performance funding distributions to school districts and  
1090 Florida College System institutions as specified in ss. 1011.80  
1091 and 1011.81, respectively. The chancellors shall consider  
1092 results of the economic security report of employment and  
1093 earnings outcomes produced annually pursuant to s. 445.07 when  
1094 recommending certifications for the list.

1095       (3) In the case of rigorous industry certifications that  
1096 have embedded prerequisite minimum age, grade level, diploma or  
1097 degree, post-graduation period of work experience of at least 12  
1098 months, or other reasonable requirements that may limit the  
1099 extent to which a student can complete all requirements of the  
1100 certification recognized by industry for employment purposes,  
1101 the commissioner shall differentiate content, instructional, and  
1102 assessment requirements that, when provided by a public

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1103 institution and satisfactorily attained by a student, indicate  
1104 accomplishment of requirements necessary for funding pursuant to  
1105 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of  
1106 prerequisite requirements necessary for recognition by industry  
1107 for employment purposes. The differentiated requirements  
1108 established by the commissioner shall be included in the  
1109 Industry Certification Funding List at the time the  
1110 certification is adopted.

1111 Section 22. Paragraph (a) of subsection (3) of section  
1112 1009.22, Florida Statutes, is amended to read:

1113 1009.22 Workforce education postsecondary student fees.—

1114 (3) (a) Except as otherwise provided by law, fees for  
1115 students who are nonresidents for tuition purposes must offset  
1116 the full cost of instruction. Residency of students shall be  
1117 determined as required in s. 1009.21. Fee-nonexempt students  
1118 enrolled in applied academics for adult education ~~vocational-~~  
1119 ~~preparatory~~ instruction shall be charged fees equal to the fees  
1120 charged for adult general education programs. Each Florida  
1121 College System institution that conducts college-preparatory and  
1122 applied academics for adult education ~~vocational-preparatory~~  
1123 instruction in the same class section may charge a single fee  
1124 for both types of instruction.

1125 Section 23. Paragraphs (c) and (d) of subsection (1) of  
1126 section 1009.25, Florida Statutes, are amended to read:

1127 1009.25 Fee exemptions.—

1128 (1) The following students are exempt from the payment of  
1129 tuition and fees, including lab fees, at a school district that  
1130 provides workforce education programs, Florida College System  
1131 institution, or state university:

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(c) A student who is or was at the time he or she reached 18 years of age in the custody of the Department of Children and Family Services or who, after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. Such exemption includes fees associated with enrollment in applied academics for adult education ~~career-preparatory~~ instruction. The exemption remains valid until the student reaches 28 years of age.

(d) A student who is or was at the time he or she reached 18 years of age in the custody of a relative under s. 39.5085 or who was adopted from the Department of Children and Family Services after May 5, 1997. Such exemption includes fees associated with enrollment in applied academics for adult education ~~career-preparatory~~ instruction. The exemption remains valid until the student reaches 28 years of age.

Section 24. Present paragraphs (s) and (t) of subsection (1) of section 1011.62, Florida Statutes, are redesignated as paragraphs (t) and (u), respectively, a new paragraph (s) is added to that subsection, and paragraphs (c), (n), and (o) and present paragraph (t) of that subsection are amended, to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for



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operation:

(c) *Determination of programs.*—Cost factors based on desired relative cost differences between the following programs shall be established in the annual General Appropriations Act. The cost factor for secondary career education programs and basic programs grades 9 through 12 shall be equal. The Commissioner of Education shall specify a matrix of services and intensity levels to be used by districts in the determination of the two weighted cost factors for exceptional students with the highest levels of need. For these students, the funding support level shall fund the exceptional students' education program, with the exception of extended school year services for students with disabilities.

1. Basic programs.—

a. Kindergarten and grades 1, 2, and 3.

b. Grades 4, 5, 6, 7, and 8.

c. Grades 9, 10, 11, and 12.

2. Programs for exceptional students.—

a. Support Level IV.

b. Support Level V.

3. Secondary career education programs.—

4. English for Speakers of Other Languages.—

(n) *Calculation of additional full-time equivalent membership based on college board advanced placement scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student

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membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced placement instruction:

1. A bonus in the amount of \$50 for each student taught by the Advanced Placement teacher in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination, if at least 50 percent of the students enrolled in the course earn a score of 3 or higher on the examination.

2. An additional bonus of \$1,000 ~~\$500~~ to each Advanced Placement teacher in a school designated with a grade of "D" or "F" who has at least 25 percent of students enrolled in the teacher's class ~~one student~~ scoring 3 or higher on the College Board Advanced Placement Examination, regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board Advanced Placement Examination.

Bonuses awarded to a teacher according to this paragraph shall not exceed \$3,000 ~~\$2,000~~ in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(o) *Calculation of additional full-time equivalent membership based on ~~certification of successful completion of a career-themed course or career and professional academy program~~ pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~*

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1219 ~~and issuance of the highest level of industry certification~~  
1220 ~~identified in the Industry Certification Certified Funding List~~  
1221 ~~pursuant to rules adopted by the State Board of Education.-~~

1222 1. A value of 0.15 ~~0.1, 0.2,~~ or 0.3 full-time equivalent  
1223 student membership shall be calculated for each student who  
1224 completes a career-themed course as defined in s. 1003.493(1)(b)  
1225 ~~or a career and professional academy program under ss. 1003.491,~~  
1226 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the  
1227 ~~highest level of~~ industry certification identified annually in  
1228 the Industry Certification Funding List approved under rules  
1229 adopted by the State Board of Education ~~upon promotion to the~~  
1230 ~~9th grade under subparagraph 2. or upon earning a high school~~  
1231 ~~diploma.~~ The maximum full-time equivalent student membership  
1232 value for any student in grades 9 through 12 is 0.3. A value of  
1233 0.3 full-time equivalent membership shall be calculated for each  
1234 student who is issued an industry certification that has a  
1235 statewide articulation agreement for college credit approved by  
1236 the State Board of Education. For industry certifications that  
1237 do not articulate for college credit, the Department of  
1238 Education shall assign a ~~the appropriate~~ full-time equivalent  
1239 value of 0.15 for each certification, ~~50 percent of which is~~  
1240 ~~based on rigor and the remaining 50 percent on employment value.~~  
1241 The State Board of Education shall include the assigned values  
1242 in the Industry Certification Funding List under rules adopted  
1243 by the state board. ~~Rigor shall be based on the number of~~  
1244 ~~instructional hours, including work experience hours, required~~  
1245 ~~to earn the certification, with a bonus for industry~~  
1246 ~~certifications that have a statewide articulation agreement for~~  
1247 ~~college credit approved by the State Board of Education.~~

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1248 ~~Employment value shall be based on the entry wage, growth rate~~  
1249 ~~in employment for each occupational category, and average annual~~  
1250 ~~openings for the primary occupation linked to the industry~~  
1251 ~~certification.~~ Such value shall be added to the total full-time  
1252 equivalent student membership in secondary career education  
1253 programs for grades 9 through 12 in the subsequent year for  
1254 courses that were not provided ~~funded~~ through dual enrollment.  
1255 Industry certifications earned through dual enrollment must be  
1256 reported and funded pursuant to ss. 1011.80 and 1011.81.

1257 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~  
1258 ~~time equivalent student membership shall be calculated for each~~  
1259 ~~student who completes a career-themed course or a career and~~  
1260 ~~professional academy program under s. 1003.4935 and who is~~  
1261 ~~issued the highest level of industry certification in science,~~  
1262 ~~technology, engineering, or mathematics identified on the~~  
1263 ~~Industry Certification Funding List under rules adopted by the~~  
1264 ~~State Board of Education.~~

1265 ~~2.3. The additional full-time equivalent membership~~  
1266 ~~authorized under this paragraph may not exceed 0.3 per student.~~  
1267 Each district must allocate at least 80 percent of the funds  
1268 provided for industry certification, in accordance with this  
1269 paragraph, to the program that generated the funds. This  
1270 allocation may not be used to supplant funds provided for basic  
1271 operation of the program. Unless a different amount is specified  
1272 in the General Appropriations Act, the appropriation for this  
1273 calculation is limited to \$60 ~~\$15~~ million annually. If the  
1274 appropriation is insufficient to fully fund the total  
1275 calculation, the appropriation shall be prorated.

1276 3. For industry certifications earned in the 2012-2013

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1277 school year and in subsequent years, the school district shall  
1278 distribute to each classroom teacher who provided direct  
1279 instruction toward the attainment of an industry certification  
1280 that qualified for additional full-time equivalent membership  
1281 under subparagraph 1.:

1282 a. A bonus in the amount of \$25 for each student taught by  
1283 a teacher who provided instruction in a course that led to the  
1284 attainment of an industry certification on the Industry  
1285 Certification Funding List with a weight of 0.15.

1286 b. A bonus in the amount of \$50 for each student taught by  
1287 a teacher who provided instruction in a course that led to the  
1288 attainment of an industry certification on the Industry  
1289 Certification Funding List with a weight of 0.3.

1290 4. For the 2013-14 fiscal year, the additional FTE  
1291 membership calculation must include the additional FTE for any  
1292 student who earned a certification in the 2009-2010, 2010-2011,  
1293 and 2011-2012 fiscal years, who was not previously funded and  
1294 was enrolled in 2012-2013.

1295  
1296 Bonuses awarded according to this paragraph shall be provided to  
1297 teachers who are employed by the district in the year in which  
1298 the additional FTE membership calculation is included in the  
1299 calculation. Bonuses shall be calculated based upon the  
1300 associated weight of an industry certification on the Industry  
1301 Certification Funding List for the year in which the  
1302 certification is earned by the student. Any bonus awarded to a  
1303 teacher under this paragraph may not exceed \$2,000 in any given  
1304 school year and is in addition to any regular wage or other  
1305 bonus the teacher received or is scheduled to receive.

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(s) Florida Cyber Security Recognition, Florida Digital Arts Recognition, and Florida Digital Tools Certificate established pursuant to s. 1003.4203.

1. Each public elementary school shall receive \$50 for each student who earns, annually, the Florida Cyber Security Recognition or the Florida Digital Arts Recognition established pursuant to s. 1003.4203. The maximum award per student is \$100 per year. The minimum award per school shall be \$1,000 and the maximum \$15,000 annually. This performance payment shall be calculated in the FEFP as a full-time equivalent student.

2. Each middle school shall receive \$50 for each student who earns the Florida Digital Tools Certificate established pursuant to s. 1003.4203, with a minimum award per school of \$1,000 annually and a maximum of \$15,000 annually. This performance payment shall be calculated in the FEFP as a full-time equivalent student.

(u) ~~(t)~~ Computation for funding through the Florida Education Finance Program.—The State Board of Education may adopt rules establishing programs, industry certifications, and courses for which the student may earn credit toward high school graduation.

Section 25. Subsection (4) of section 1011.80, Florida Statutes, is amended, paragraph (b) of subsection (6) is redesignated as paragraph (c), and a new paragraph (b) is added to that subsection, to read:

1011.80 Funds for operation of workforce education programs.—

(4) Funding for all workforce education programs must be based on cost categories, performance output measures, and

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performance outcome measures.

(a) The cost categories must be calculated to identify high-cost programs, medium-cost programs, and low-cost programs. The cost analysis used to calculate and assign a program of study to a cost category must include at least both direct and indirect instructional costs, consumable supplies, equipment, and standard program length.

~~(b) 1. The performance output measure for career education programs of study is student completion of a career program of study that leads to an occupational completion point associated with a certificate, an apprenticeship program, or a program that leads to an applied technology diploma or an associate in applied science or associate in science degree. Performance output measures for registered apprenticeship programs shall be based on program lengths that coincide with lengths established pursuant to the requirements of chapter 446.~~

2. The performance output measure for an adult general education course of study is measurable improvement in student skills. This measure shall include improvement in literacy skills, grade level improvement as measured by an approved test, or attainment of a State of Florida diploma or an adult high school diploma.

(c) The performance outcome measures for adult general ~~workforce~~ education programs are associated with placement and retention of students after reaching a completion point or completing a program of study. These measures include placement or retention in employment ~~that is related to the program of study; placement into or retention in employment in an occupation on the Workforce Estimating Conference list of high-~~

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~~wage, high skill occupations with sufficient openings, or other High Wage/High Skill Program occupations as determined by Workforce Florida, Inc.; and placement and retention of participants or former participants in the welfare transition program in employment.~~ Continuing postsecondary education at a level that will further enhance employment is a performance outcome for adult general education programs. ~~Placement and retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

(6)

(b) Performance funding for industry certifications for school district workforce education programs shall be determined as follows:

1. The General Appropriations Act must specify occupational areas for which industry certifications may be earned for performance funding. Priority shall be given to the occupational areas emphasized in state, national, or corporate grants provided to Florida educational institutions.

2. The Chancellor of Career and Adult Education shall identify the industry certifications eligible for funding on the Postsecondary Industry Certification Funding List adopted pursuant to s. 1008.44, based on the occupational areas specified in the General Appropriations Act.

3. Each school district shall be provided \$1,000 for each industry certification earned by a workforce education student. The maximum amount of funding appropriated for performance funding pursuant to this paragraph shall be limited to \$15 million annually. If funds are insufficient to fully fund the calculated total award, they shall be prorated.

Section 26. Present subsections (2) and (3) of section



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1011.81, Florida Statutes, are redesignated as subsections (3) and (4), respectively, and a new subsection (2) is added to that section, to read:

1011.81 Florida College System Program Fund.—

(2) Performance funding for industry certifications for Florida College System institutions shall be determined as follows:

(a) The General Appropriations Act must specify occupational areas for which industry certifications may be earned for performance funding. Priority shall be given to the occupational areas emphasized in state, national, or corporate grants provided to Florida educational institutions.

(b) The Chancellor of the Florida College System shall identify the industry certifications eligible for funding on the Postsecondary Industry Certification Funding List adopted pursuant to s. 1008.44, based on the occupational areas specified in the General Appropriations Act.

(c) Each Florida College System institution shall be provided \$1,000 for each industry certification earned by a student. The maximum amount of funding appropriated for performance funding pursuant to this subsection shall be limited to \$15 million annually. If funds are insufficient to fully fund the calculated total award, they shall be prorated.

Section 27. Section 1011.905, Florida Statutes, is amended to read:

1011.905 Performance funding for state universities.—

(1) The Legislature intends that state performance funds for the state university system be based on indicators of system and institutional attainment of performance expectations. For

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the 2012-2013 through at least 2016-2017 ~~2012-2013 and 2013-2014~~  
fiscal years, the Board of Governors shall review and rank each  
state university that applies for performance funding, as  
provided in the General Appropriations Act, based on the  
following formula:

(a) Twenty-five percent of a state university's score shall  
be based on the percentage of employed graduates who have earned  
degrees which have a primary focus in the following programs:

1. For the 2012-2013 and 2013-2014 fiscal years:

a.1. ~~Computer and information science;~~

b.2. ~~Computer engineering;~~

c.3. ~~Information systems technology;~~

d.4. ~~Information technology; and~~

e.5. ~~Management information systems.~~

In the 2013-2014 fiscal year, funds awarded under subparagraph  
1. may not be awarded on the basis of a new competition, and the  
universities that received awards under subparagraph 1. in the  
2012-2013 fiscal year shall be awarded the same amount in the  
2013-2014 fiscal year.

2. For the 2013-2014 and 2014-2015 fiscal years, high-  
demand programs determined by the Board of Governors using gap  
analysis data adopted pursuant to s. 1001.706(5).

3. For the 2013-2014 and 2014-2015 fiscal years, a master's  
degree in cloud virtualization technology and related large data  
management.

(b) Twenty-five percent of a state university's score shall  
be based on the percentage of graduates who have earned  
baccalaureate degrees in the programs in paragraph (a) and who

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1451 have earned industry certifications, identified on the  
1452 Postsecondary Industry Certification Funding List pursuant to s.  
1453 1008.44, in a related field from a Florida College System  
1454 institution or state university prior to graduation.

1455 (c) Fifty percent of a state university's score shall be  
1456 based on factors determined by the Board of Governors which  
1457 relate to increasing the probability that graduates who have  
1458 earned degrees in the programs described in paragraph (a) will  
1459 be employed in high-skill, high-wage, and high-demand  
1460 employment.

1461 (2) The submission from a state university that has the  
1462 highest score shall be ranked first, with each remaining  
1463 submission from a state university ranked sequentially by score.

1464 (3) (a) Each year, the Board of Governors shall award up to  
1465 \$15 million to the highest-ranked state universities in support  
1466 of each program identified in paragraph (1) (a) from funds  
1467 appropriated for the purposes in this section and as specified  
1468 in the General Appropriations Act. The award per state  
1469 university shall be a minimum of 25 percent of the total amount  
1470 appropriated pursuant to this section.

1471 (b) The funds shall be awarded to the department of the  
1472 state university which offers the degrees described in paragraph  
1473 (1) (a) .

1474 (c) The funds may not be used to supplant funding for the  
1475 degree programs described in paragraph (1) (a) .

1476 (4) By December 31 of each year funds are appropriated for  
1477 performance funding, the Board of Governors shall submit a  
1478 report containing the rankings and award distributions to the  
1479 Governor, the President of the Senate, and the Speaker of the

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1480 House of Representatives.

1481 Section 28. This act shall take effect upon becoming a law.